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ABSTRACT

This document compiles three papers dealing with the past, present, and future states of vocational education. Lawrence P. Davenport concentrates on the impact of vocational education on urban minorities and the disadvantaged. After identifying potential problems which must be encountered if vocational education programs are to be reformed (the need for specially trained, sensitive instructors; the blue collar stigma of vocational education; the reluctance of employers and trade unions to accept trained minorities), Davenport emphasizes the need for special educational theories to handle special educational problems. Reginald Petty discusses some of the major areas of debate taking place in Congress, and within the education and manpower communities, regarding manpower training needs in general, and vocational education in particular. Petty provides a brief history of vocational education, gives statistics describing the present state of the art, and identifies problem areas which will dictate the shape of the field in the future. Roy G. Phillips describes a career education model for Seattle Central Community College for the period of the 1980's and beyond. The model accounts for the diverse educational needs of the multi-ethnic population that the College is designed to serve. (Author/NHM)

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VOCATIONAL EDUCATION IN THE 1980's

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Forum 5
Annual Convention
American Association of Community and Junior Colleges
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IMPACT OF VOCATIONAL/CAREER EDUCATION ON URBAN MINORITIES AND THE DISADVANTAGED

As we move into the latter part of the twentieth century, we find ourselves faced with a modern, fast-changing society. One in which we are soon left by the wayside if we cannot keep up with the changes. We see a highly mobile society where it is estimated that the average person will change careers or fields of occupation at least three times in his life-time. We see a society based on social standing and the ability to keep pace with our peers. The keys to social standing and mobility in American Society are employment. And the key to employment is education and training.

If we, as educators, are to prepare students to meet the challenges of society, we must look to realistic methods of education. We must insist upon a full range of opportunities that are relevant to America in this part of the century. We must seek ways in which to provide opportunities for each individual to develop his or her full potential and go as far as individual interests and abilities can carry them. Career education has the potential to instill reality into the educational system.

The definitions of career education are many and varied, but the intent is to assure that every student, upon leaving school, either will be prepared for higher education or will have the skills required for entry into a modern occupation. It is not a question of technical versus academic education, but rather of expanding the entire range of occupational and professional opportunities. Our society needs jet engine mechanics as well as business administrators and professors. While there will always be a need for qualified professionals, and we should never discourage entrance into these fields, there are a great many other new and expanding occupational fields which should be considered no less prestigious, desirable, and necessary, and which offer great new opportunities for minorities.

Must our educational system change in order to meet these needs? Let us look at the many purposes of education. First, it is intended to increase the understanding of one's self and of others. In order to be fully functioning members of society, we must understand our motivations and our desires and understand and respect the needs of others. Students need to develop values and acquire pride in themselves and their heritages. But in addition, education is designed to pass along knowledge. The wisdom and experience of the past must be passed on to the young, so that they might benefit without having to make the same mistakes of their ancestors and so that our society may continue. But an equally important purpose of education is to prepare each individual for a self-fulfilling life of benefit to society. A self-fulfilling life is one in which the individual is at peace with him or herself. He or she is aware of individual potential and has the skills to utilize that potential to provide fulfillment, professionally, socially and in all aspects of life. But perhaps of equal importance is the ability to make a meaningful contribution to the community and to society. In order to lead a self-fulfilling life of benefit to the society, the individual must be able to respond positively to changing times.

And the changes of our times clearly indicate that this type of education is not sufficient. Public schools have failed to be relevant to the needs of students, the community, and society. The school system has seen as its main job the preparation of students for higher degrees, ignoring the fact that a significant percentage never attain a baccalaureate degree. What good is public education if it caters to the interests of a small percentage and babysits the rest until they drop out or can legally be pushed out? What good is a college degree if one day the student wakes up and finds that after four years of concentrated effort, he or she has not acquired the necessary tools to be self-supporting in the real world?

We must make inherent in the educational system the preparation for work and the means for earning a living. In a recent job survey conducted by the Higher Education Research Institute, it was found that most of the 10,000 men and women who were college freshmen in 1961 felt that they didn't pursue any real job preparation as undergraduates and didn't consider their college courses as such. Consequently, only 48% of the respondents said they used skills they learned in college on the job; 38% said their jobs didn't make the most of these skills. And an overwhelming majority said that although their college experience was worthwhile, it was for a number of different reasons--including the value of having a formal credential and its usefulness in providing job contacts.

While the educational level of American workers continues to rise, there are questions about the amount of education needed for many of the jobs in our economy. There is dissatisfaction among "over-educated" workers. To a large degree each of us is the job we do. How we feel about our work affects how we feel about ourselves. Career education brings this reality into the educational system.

Career Education was presented in the 1970's as a challenge to the nation to devise an educational concept with potential to overcome the deficiencies of the present system and to render that system responsive to the needs of the individual and the society.

These written and spoken words carry great potential - but implementation tests the theory. Career education if properly implemented, can greatly increase the opportunities available to all students. It should provide an awareness of the full range of career options. Career education is not a tracking system, which separates the presumed sheep from the goats and directs them into narrow paths from which they cannot stray. It increases the avenues available to the students, and allows them to make a rational and educated choice. All students take both academic and occupational courses, and their interest in one area does not preclude them from switching to another.

Career education should not be thought of as an expanded system of vocational education, or vocational education in new trappings. Career education will set the tone and create the awareness of the variety of opportunities. It can lead to technical trainings, scholastic studies, modern service-oriented jobs, professional degrees, industrial crafts, or any of the other careers which are a part of our complex society. Vocational education is one facet of career education which has to do with the skill development necessary to qualify for the career opportunities available. Under the career education concept, our educational system should be a totally interconnected system, running in a continual progression from elementary and secondary school, through two-year colleges and other post-secondary institutions to universities and graduate schools and adult education. Students should be able to spin off at any point along the way, according to their interests and abilities, or re-enter the system at a later date to pursue a higher degree. The student who leaves a two-year college with occupational training in an area of his or her own choice can enter a career with the same sense of pride and feeling of accomplishment as a student who chooses a career area requiring additional education. The student who elects a career in computer technology or jet engine mechanics will be as important as one who embarks on a career in medicine or law.

Although career education has been presented as a means of making education more meaningful for all, if it is to be meaningful to all, the particular needs and interest of all must be taken into account. If career education works for minorities, it will be by chance as little research, and little thought has been given to the relationship of career education to the needs of the many and diverse minorities. The Black race and the members of other minority races and groups are made up of people of differing abilities, desires, and needs. We must not try to push them through the same mold and thus use up our energies

on channeling people into directions that will be uninteresting and impractical for some. In these changing times, our nation has many needs - we need all of our human resources. As educators our job is to see the opportunities in a practical way; it is to get young people going in a direction that will be to their benefit. Education must be relevant to the needs of the people in the community. It must be practical without being limited.

What special training and sensitivity will be required? Programs for minorities must be sensitive to the cultural heritages of the students it serves. Career education will fall short of its potential reform if we are not concerned with the cultivation in each individual of a sense of pride in his or her own cultural heritage and a tolerance and understanding of the heritage and traditions of others. Working with educationally and economically disadvantaged students is more time consuming and generally more costly. The need for special training in guidance and counseling is intensified, as is the need to develop a more effective placement and follow-up system. Problems in urban areas vary in kind and in degree. No two situations are alike; each city has its own social and political structure with which to deal. The recent crisis of solvency in New York City has ominous implications for the future of large cities, their social services and education systems. Minority communities throughout the nation should be deeply involved in local planning for the implementation of career education in order to protect and advance minority interests. There should be a minority advisory committee on career education in local districts to help mold the concept to meet the needs of minority students. This brings us to an interesting question of "How will minorities, themselves, view career education?" We have not been successful in the past in insuring equal educational opportunities. The public is well aware of the shortcomings of our education system and they will no longer be passive. They know that many of the

old theories about "Why Johnny can't read" are no longer valid. It is our responsibility to overcome some of our own prejudices concerning education and to help broaden the choices available to minority students. Blacks and other minorities have too often shunned vocational and technical education as "second class". This is unfortunate, for in so doing, they narrowly restricted the opportunities open to youngsters in many fields.

But how do we overcome the old blue collar vocational education stigma?

Vocational education has been too often conceived and established by many educational administrators as a separate world from the college preparatory courses, often as a dumping ground for the academic failures, with nothing to contribute to the education of the college bound. If vocational education is to fulfill its responsibilities within the framework of career education, we will have to rethink some of our ideas about vocational education itself, and broaden our vision. Too much vocational education is still in production, agriculture, and home economics--areas in which job opportunities are limited. Skill training is not closely enough related to the needs of the labor market. By 1980 it is projected that only 4% of jobs will be unskilled and that 7 out of 10 jobs will require a degree.

Those who are responsible for implementation of career education, the teachers, counselors, and school administrators must stay abreast of manpower trends and projections. How can teachers, who to a large degree have created and perpetuated the present system, completely change their methods and ideologies? The major responsibility for revising the curriculum rests on the shoulders of the classroom teacher. Thinking and planning in terms of the educational philosophy should govern the teaching and learning experience. Teachers should be given every opportunity to familiarize themselves with the aims of career education. We must design a curriculum that reflects the needs of a changing society and recognize the fact that our education system as it exists

today is outmoded and is in drastic need of curriculum revision--a point which I believe is beyond debate. Increased support for curriculum development at the federal level is needed to support the relevance of programs and the quality of instruction.

Although instructional strategies may be designed to focus on career preparation and assist young people in making informed career choices, what happens to the well trained minority after graduation? Will the trade unions open their doors? Will employers accept the trained minorities? Efforts are being made to eliminate discrimination in labor unions and apprenticeship programs. As new opportunities are opened to minorities, educators at the local level must be aware of these opportunities and present them to their students. Career education must not be planned in a vacuum. Input from parents, business, industry, and labor must be sought if we are to effectively serve our students and our communities.

What special training and sensitivity will be required? How will minorities view career education? How do we overcome the blue collar vocational education stigma? How can teachers change their methods and ideologies? Will employers and trade unions accept trained minorities? There are many unanswered and unasked questions -- many "ifs", many things overlooked and taken for granted.

Career education is an evolving concept and if it is to meet the needs of a diverse society, it must continue to move and change with the times. There is still time for, and need for, additional input from all quarters. Challenge and criticism is desirable--not with the view of undermining the concept--but of strengthening it. Educators should apply the same sound principles of research to self study as are applied to scientific studies.

We must rethink and restructure our entire educational system at both secondary and post-secondary levels so that it provides skill training which

will open up new opportunities and careers for the vast majority of students who do not go on to a 4-year degree.

We must allow for individual differences and provide the opportunity for each one to develop his or her full potential and go as far as their interests and abilities will carry them. Educational theories that will affect all people should include thought about all people, their likenesses and differences.

Career education may be good for all, but all people come to it from different backgrounds, different levels of understanding, different needs.

Deep-rooted, cultural, educational and economic disadvantages constitute formidable barriers to postsecondary education for most of the nation's minority youth.

These factors must be considered in studying and planning for career education. Yet in research and experimental projects minorities were either excluded or lumped into the total with no thought to how their needs may have affected the statistics.

If career education is to succeed for minorities, everyone in education, from statistician to administrator to teacher will have to work together. They must be ready to compromise, to bend a little, to give up some cherished prejudices and to improve upon their own specialties in order to meet their new responsibilities.

Work, itself, and contemporary American attitudes toward work, have become an increasingly social issue, commanding the sober attention of educators, social scientists, labor and industry leaders.

There is great hope for career education, but the mistakes that made the 60's the decade of educational fads, must not be repeated.

As Booker T. Washington once said, "An ounce of application is worth a ton of abstraction."

ADDRESS DELIVERED BY MR. REGINALD PETTY
MARCH 18, 1976, AT A FORUM DURING THE
ANNUAL CONFERENCE OF THE AMERICAN ASSO-
CIATION OF COMMUNITY AND JUNIOR COLLEGES

THE TOPIC, "VOCATIONAL EDUCATION IN THE 1980's" IS
INDEED A TIMELY ONE. THERE IS MUCH DISCUSSION AT ALL
LEVELS OF GOVERNMENT AND IN THE PUBLIC AT LARGE CON-
CERNING THE ROLE OF VOCATIONAL EDUCATION IN THE FUTURE.
TO TRY TO BRING SOME OF OUR NATION'S BEST MINDS TO
BEAR ON THE SITUATION, THE NATIONAL ADVISORY COUNCIL
ON VOCATIONAL EDUCATION AND THE STATE ADVISORY COUNCILS
ON VOCATIONAL EDUCATION ARE SPONSORING A BICENTENNIAL
CONFERENCE ON VOCATIONAL EDUCATION IN THE FUTURE. THIS
BICENTENNIAL CONFERENCE WILL BE HELD IN MINNEAPOLIS,
MINNESOTA NEXT OCTOBER 10 - 13. CONGRESSMAN ALBERT QUIE
IS THE HONORARY CHAIRMAN. REPRESENTATIVES OF VARIED
DISCIPLINES, SUCH AS ECONOMICS, SOCIOLOGY, DEMOGRAPHY,
MANPOWER, AND EDUCATION WILL PRESENT PAPERS PROJECTING
THE FUTURE NEEDS FOR VOCATIONAL EDUCATION, AND THE
FUTURE ROLE THAT IT WILL PLAY IN OUR SOCIETY. THEREFORE,
MOST OF WHAT I WILL ATTEMPT TO DO DURING THE NEXT FEW

MINUTES WILL BE TO DISCUSS SOME OF THE MAJOR AREAS OF DEBATE TAKING PLACE IN CONGRESS, AND WITHIN THE EDUCATION AND MANPOWER COMMUNITIES REGARDING MANPOWER TRAINING NEEDS IN GENERAL, AND VOCATIONAL EDUCATION IN PARTICULAR. THE DECISIONS, POLITICAL AND PROGRAMMATIC, RESULTING FROM THESE DISCUSSIONS WILL GO A LONG WAY TOWARD PROVIDING US WITH THE CLUES THAT WE NEED TO MAKE INTELLIGENT PREDICTIONS REGARDING THE FUTURE IN THIS FIELD.

LET ME BEGIN BY FIRST DISCUSSING BRIEFLY THE HISTORIC BASIS FOR VOCATIONAL EDUCATION AS WE SEE IT TODAY, MAKE A FEW ADDITIONAL COMMENTS ON OUR CURRENT SITUATION, AND CONCLUDE BY GIVING SOME OF THE CURRENT BELIEFS REGARDING VOCATIONAL EDUCATION IN THE 80's, ALONG WITH THE FACTORS THAT WILL INFLUENCE SUCH PROJECTIONS.

WHAT IT IS

VOCATIONAL EDUCATION HAS ALWAYS DENOTED WORK-ORIENTED EDUCATION - - IN ITS EARLIER YEARS, RATHER NARROWLY LIMITED TO TRAINING IN THE SKILLS OF MANUAL TRADES. WITH TECHNOLOGICAL ADVANCES AND GROWTH IN THE SERVICE-ORIENTED INDUSTRIES, IT HAS EXPANDED TO INCLUDE A WIDE VARIETY OF OCCUPATIONS. CONCOMITANT WITH THIS DIVERSIFICATION HAS COME THE REALIZATION AMONG EDUCATORS THAT VOCATIONAL EDUCATION MUST BE A COMPLETE EDUCATION, ENCOMPASSING NOT ONLY WORK PREPARATION, BUT ALSO LIFE PREPARATION FOR A DEMOCRATIC SOCIETY WHICH SEES SOME KIND OF GAINFUL EMPLOYMENT CONSTITUTING A LARGE SEGMENT OF THE LIFE SPAN OF EVERY CITIZEN.

ALTHOUGH UNDER OUR CONSTITUTION THE STATES ARE INDEPENDENT OF THE FEDERAL GOVERNMENT IN THE DETERMINATION OF POLICIES CONCERNING THE STRUCTURE AND FUNCTION OF PROGRAMS IN VOCATIONAL EDUCATION, FEDERAL FUNDING HAS EXERTED AN

INFLUENCE BY PRESCRIBING WHAT PROGRAMS AND ACTIVITIES MAY RECEIVE FEDERAL SUPPORT. IT MAY BE HELPFUL IN ESTABLISHING WHAT VOCATIONAL EDUCATION IS NOW, AND WHAT IT WILL BE IN THE 1980's, TO LOOK BRIEFLY AT WHERE IT HAS COME FROM. WE MIGHT BE INCLINED TO THINK THAT IT WAS THE PRESENT WOMEN'S MOVEMENT FOR AN EQUAL RIGHTS AMENDMENT THAT FIRST ADVANCED A POSITION AGAINST SEX DISCRIMINATION IN VOCATIONAL EDUCATION, BUT AS EARLY AS 1907 THE NATIONAL SOCIETY FOR THE PROMOTION OF INDUSTRIAL EDUCATION STATED THAT VOCATIONAL EDUCATION PROGRAMS SHOULD BE "OPEN TO ALL: SEX, CREED, COLOR, OR NATIONALITY SHOULD NOT DEBAR ANYONE."

THE "NSPIE," A PROFESSIONAL GROUP INCLUDING PERSONS FROM NEARLY EVERY WALK OF LIFE, HAD THE EXPRESSED PURPOSE OF SECURING FEDERAL AID TO VOCATIONAL EDUCATION. ITS WORK, FROM 1906 TO 1917, STRONGLY INFLUENCED THE SMITH-HUGHES

ACT OF 1917. AT THIS TIME, "NSPIE" CHANGED ITS NAME TO THE NATIONAL SOCIETY FOR VOCATIONAL EDUCATION, AND IN 1925 TO THE AMERICAN VOCATIONAL ASSOCIATION. IT HAS HAD A STRONG INFLUENCE ON THE EVOLVING ROLE OF VOCATIONAL EDUCATION. FEDERAL INTEREST IN VOCATIONAL EDUCATION WAS EVIDENT IN THE COMMISSION ON NATIONAL AND VOCATIONAL EDUCATION APPOINTED IN 1914 BY PRESIDENT WILSON, IN THE PANEL OF CONSULTANTS ON VOCATIONAL EDUCATION APPOINTED BY PRESIDENT KENNEDY IN 1961, IN THE ADVISORY COUNCIL ON VOCATIONAL EDUCATION PROVIDED FOR IN THE VOCATIONAL EDUCATION ACT OF 1963, AND IN THE NATIONAL ADVISORY COUNCIL ON VOCATIONAL EDUCATION ESTABLISHED TOGETHER WITH THE STATE ADVISORY COUNCILS ON VOCATIONAL EDUCATION IN THE VOCATIONAL EDUCATION AMENDMENTS OF 1968.

ALTHOUGH CAREER EDUCATION, AS A FORMAL DESIGNATION, IS OF COMPARATIVELY RECENT ORIGIN, SOME OF ITS BASIC PRINCIPLES

UNDER THE TITLE OF VOCATIONAL EDUCATION WERE EXPRESSED
IN THE 1968 REPORT, "VOCATIONAL EDUCATION: THE BRIDGE
BETWEEN MAN AND HIS WORK," WHICH READ:

"VOCATIONAL EDUCATION IS NOT A SEPARATE
DISCIPLINE WITHIN EDUCATION . . . IT CANNOT
BE MEANINGFULLY LIMITED TO THE SKILLS
NECESSARY FOR A PARTICULAR OCCUPATION. IT
IS MORE APPROPRIATELY DEFINED AS ALL OF THOSE
ASPECTS OF EDUCATIONAL EXPERIENCE WHICH HELP
A PERSON TO DISCOVER HIS TALENTS, TO RELATE
THEM TO THE WORLD OF WORK, TO CHOOSE AN OCCU-
PATION, AND TO REFINE HIS TALENTS AND USE
THEM SUCCESSFULLY IN EMPLOYMENT . . . SOME
TYPE OF FORMAL OCCUPATIONAL PREPARATION
MUST BE PART OF EVERY EDUCATIONAL EXPERIENCE
. . . THERE IS NO LONGER ROOM FOR ANY DICHOTOMY

BETWEEN INTELLECTUAL COMPETENCE AND MANIPULATIVE SKILLS, AND, THEREFORE, BETWEEN ACADEMIC AND VOCATIONAL EDUCATION."

TITLE 1, PART A, SECTION 108, OF THE 1968 AMENDMENTS GIVES A VERY BROAD DEFINITION OF VOCATIONAL EDUCATION AND RELATED OR SUPPORT SERVICES, INCLUDING PROGRAMS "DESIGNED TO PREPARE INDIVIDUALS FOR GAINFUL EMPLOYMENT AS SEMI-SKILLED, OR SKILLED WORKERS, OR TECHNICIANS, OR SUB-PROFESSIONALS IN RECOGNIZED OCCUPATIONS, AND IN NEW AND EMERGING OCCUPATIONS, OR TO PREPARE INDIVIDUALS FOR ENROLLMENT IN ADVANCED TECHNICAL EDUCATION PROGRAMS." THE ONLY EXCLUSION IS "ANY PROGRAM TO PREPARE INDIVIDUALS FOR EMPLOYMENT IN OCCUPATIONS WHICH THE COMMISSIONER DETERMINES, AND SPECIFIES BY REGULATION, TO BE GENERALLY CONSIDERED PROFESSIONAL, OR WHICH REQUIRES A BACCALAUREATE, OR HIGHER, DEGREE."

UNDER THE INFLUENCE OF STATE AND NATIONAL LEGISLATION, OF PROFESSIONAL EDUCATORS AT ALL LEVELS, AND OF SOCIAL AND ECONOMIC FACTORS, VOCATIONAL EDUCATION HAS DEVELOPED SECONDARY, POST-SECONDARY, AND ADULT PROGRAMS, AND IS CURRENTLY OFFERING PROGRAMS IN SEVEN MAJOR INSTRUCTIONAL FIELDS: AGRICULTURE, DISTRIBUTION, HEALTH, OCCUPATIONAL HOME ECONOMICS, OFFICE OCCUPATIONS, TRADES AND INDUSTRY, AND TECHNICAL, WITH A TOTAL OF 128 SUB-CATEGORIES IDENTIFIED BY THE OFFICE OF EDUCATION. RECENTLY ADDED ARE CLUSTER PROGRAMS, WHICH EMPHASIZE BASIC SKILLS IN GROUPS OF RELATED OCCUPATIONS.

OTHER CHANGES BROUGHT ABOUT BY FEDERAL INCENTIVE FUNDING INCLUDE SPECIAL PROGRAMS TO PROVIDE VOCATIONAL EDUCATION FOR THE DISADVANTAGED AND THE HANDICAPPED, COOPERATIVE AND WORK-STUDY PROGRAMS, AND JOINT ACTION WITH CETA MANPOWER PROGRAMS. THE "MANPOWER REPORT OF THE PRESIDENT," APRIL, 1975, CITES ILLUSTRATIONS OF SUCH JOINT ACTION:

"USING BOTH CETA SECTION 112, SUPPLEMENTAL VOCATIONAL EDUCATION FUNDS, AND CETA TITLE 1 BASIC GRANT MONIES, PRIME SPONSORS HAVE DEVELOPED AGREEMENTS FOR PURCHASE OF OCCUPATIONAL TRAINING IN VOCATIONAL EDUCATION INSTITUTIONS."

VOC ED AND CAREER ED

IN THE EARLY 1970's, THE U.S. COMMISSIONER OF EDUCATION, SIDNEY P. MARLAND - - NOW PRESIDENT OF THE COLLEGE ENTRANCE EXAMINATION BOARD - - INTRODUCED AND PROMOTED THE CONCEPT OF CAREER EDUCATION. HE PRESENTED "THE GENERAL OUTLINES OF A NATIONAL CAREER EDUCATION THEME BEFORE THE ANNUAL MEETING OF THE NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS IN . . . THE EARLY MONTHS OF 1971 . . . AND IN THE FOLLOWING SPRING TO THE COUNCIL OF CHIEF STATE SCHOOL OFFICERS." HE DID NOT, AT THAT TIME, OR UNTIL

APRIL, 1973, "LAY OUT A CONCRETE FEDERAL DEFINITION OF CAREER EDUCATION."

SUBSEQUENTLY, THE OFFICE OF EDUCATION PUBLISHED "AN INTRODUCTION TO CAREER EDUCATION: A USOE POLICY PAPER," WRITTEN BY DR. KENNETH B. HOYT, ASSOCIATE COMMISSIONER, OFFICE OF CAREER EDUCATION. THIS PAPER GIVES US A GENERIC DEFINITION OF CAREER EDUCATION:

"THE TOTALITY OF EXPERIENCES THROUGH WHICH ONE LEARNS ABOUT, AND PREPARES TO ENGAGE IN, WORK AS A PART OF HIS OR HER WAY OF LIVING."

IN SEPTEMBER, 1974, NACVE ISSUED, AS ITS EIGHTH REPORT, "A NATIONAL POLICY ON CAREER EDUCATION." THIS REPORT, WHILE ENDORSING THE CONCEPT OF CAREER EDUCATION AS A "UNIVERSAL NECESSITY, REQUIRING THE INTEGRATION OF ALL OUR EDUCATIONAL RESOURCES," INCLUDES AMONG ITS RECOMMENDATIONS THE FOLLOWING:

"THAT THE DEPARTMENT OF HEALTH, EDUCATION,
AND WELFARE, IN INITIATING NEW LEGISLATIVE
PROPOSALS, MAINTAIN A SEPARATE FUNDING
SYSTEM FOR CAREER EDUCATION . . . AND
THAT POLICY-MAKERS AND LEGISLATORS RECOGNIZE
THAT CAREER EDUCATION AND VOCATIONAL EDUCATION
ARE NOT SYNONYMOUS."

IN THE 1980's

IN A REPORT PREPARED FOR THE NATIONAL ADVISORY COUNCIL'S
PROJECT BASELINE, THESE RECOMMENDATIONS ARE REPEATED
WITH PROJECTIONS INTO THE FUTURE. ALTHOUGH MOST VOCATION-
AL EDUCATORS RECOGNIZE THAT VOCATIONAL AND CAREER EDUCATION
ARE NOT SYNONYMOUS, THEY CONSIDER VOCATIONAL EDUCATION AS
AN INTEGRAL PART OF CAREER EDUCATION. IN FACT, FROM ALL
APPEARANCES, THE LEADERSHIP FOR DEVELOPING AND INSTALLING
CAREER EDUCATION ACROSS THE COUNTRY HAS BEEN DRAWN LARGELY
FROM THE VOCATIONAL EDUCATION COMMUNITY. MANY ACADEMIC

EDUCATORS ARE BECOMING MORE DEEPLY INVOLVED IN THE DEVELOPMENT. WITH THEIR INVOLVEMENT, IT IS ANTICIPATED THAT THE OLD DICHOTOMY BETWEEN ACADEMIC AND VOCATIONAL EDUCATION WILL BE REMOVED FROM AMERICAN EDUCATION, AND THAT EDUCATION WILL BEGIN PREPARING STUDENTS FOR VOCATIONS, AS WELL AS AVOCATIONS.

WHO IS INVOLVED

AT PRESENT THERE ARE APPROXIMATELY 13,000,000 VOCATIONAL EDUCATION STUDENTS IN AMERICA. ABOUT 62.2% ARE SECONDARY, 11.6% ARE POST-SECONDARY, AND 26.2% ARE ADULT. UNTIL A FEW YEARS AGO, ONLY THOSE DIRECTLY INVOLVED IN VOCATIONAL EDUCATION SEEMED CONCERNED ABOUT THE EDUCATION OR TRAINING NEEDS OF THE STUDENTS. PRESENTLY, BECAUSE OF THE DECREASE IN JOBS AVAILABLE TO COLLEGE GRADUATES, THE PROJECTIONS THAT 80% OF THE FUTURE JOBS WILL NOT REQUIRE A COLLEGE DEGREE, AND THE EXISTENCE OF CETA, ALONG WITH MANY OTHER

REASONS, VOCATIONAL EDUCATION IS BEING DISCUSSED BY MANY, VARIED GROUPS, SUCH AS THE UNITED STATES CONFERENCE OF MAYORS, THE NATIONAL GOVERNORS CONFERENCE, THE NATIONAL CONFERENCE OF STATE LEGISLATURES, THE CHAMBER OF COMMERCE, THE NATIONAL EDUCATION ASSOCIATION, AND SO ON. AND THIS IS AS IT SHOULD BE. PROVIDING GOOD VOCATIONAL TRAINING IS EVERYONE'S PROBLEM, AND EVERYONE SHOULD BE INVOLVED IN THE DECISION-MAKING PROCESSES.

EXPENDITURES

THE CONGRESS OF THE UNITED STATES AND THE VARIOUS STATE LEGISLATURES ARE INVOLVED IN THE FUNDING OF VOCATIONAL EDUCATION PROGRAMS AND SERVICES. TOTAL FUNDING HAS INCREASED FROM \$2.7 BILLION IN 1972, TO \$3.4 BILLION IN 1974, AND IS PROJECTED TO REACH \$6.5 BILLION IN 1979. THE RATIO OF STATE TO FEDERAL FUNDING HAS INCREASED FROM

4.71 STATE DOLLARS FOR EACH FEDERAL DOLLAR IN 1972, TO 6.33 STATE DOLLARS FOR EACH FEDERAL DOLLAR IN 1974. THE RATIO IS EXPECTED TO BE RELATIVELY UNCHANGED IN 1979. A BREAKDOWN OF EXPENDITURES BY PURPOSE SHOWS THAT THE LARGEST OUTLAYS ARE FOR SECONDARY PROGRAMS, THE NEXT LARGEST FOR POST-SECONDARY, AND THE SMALLEST FOR ADULT. SECONDARY EXPENDITURES WERE \$1.8 BILLION IN 1972, \$2.2 BILLION IN 1974, AND ARE PROJECTED TO REACH 4.1 BILLION IN 1979. POST-SECONDARY EXPENDITURES WERE \$707 MILLION IN 1972, \$981 MILLION IN 1974, AND ARE EXPECTED TO REACH \$1.8 BILLION IN 1979. ADULT PROGRAM EXPENDITURES WERE \$196 MILLION IN 1972, \$258 MILLION IN 1974, AND ARE EXPECTED TO REACH \$518 MILLION IN 1979. PROGRAMS FOR THE DISADVANTAGED MADE TOTAL EXPENDITURES OF \$296 MILLION IN 1972, \$306 MILLION IN 1974, AND ARE EXPECTED TO SPEND \$600 MILLION IN 1979. PROGRAMS FOR THE HANDICAPPED EXPENDED \$67.7 MILLION IN 1972, \$78.7 MILLION IN 1974, AND ARE EXPECTED TO SPEND \$205 MILLION

IN 1979.

TEACHERS

THE NUMBER OF TEACHERS IN VOCATIONAL EDUCATION PROGRAMS -- TOTAL NUMBER -- WAS 235,658 IN 1972, 266,220 IN 1974, AND IS EXPECTED TO REACH 396,000 IN 1979. PERCENTAGE DISTRIBUTIONS FOR 1974 SHOW THE LARGEST PERCENTAGE -- 29.3 -- FOR TEACHERS IN TRADES AND INDUSTRY PROGRAMS, AND THE SMALLEST -- 5.9 -- IN TECHNICAL PROGRAMS AND PROGRAMS IN AGRICULTURE.

STUDENTS

ENROLLMENTS IN VOCATIONAL EDUCATION HAVE INCREASED FROM THE PASSAGE OF THE SMITH-HUGHES ACT TO THE PRESENT TIME, WITH THE SHARPEST INCREASES AFTER THE PASSAGE OF THE 1963 VOCATIONAL EDUCATION ACT, AND THE 1968 VOCATIONAL EDUCATION AMENDMENTS. THE RATIO OF VOC ED SECONDARY ENROLLMENT TO TOTAL SECONDARY ENROLLMENT HAS INCREASED

FROM 39.9% IN 1972, TO 47.2% IN 1974, AND IS PROJECTED TO REACH 69.4% IN 1979. TOTAL ENROLLMENTS, INCLUDING SECONDARY, POST-SECONDARY, AND ADULT, HAVE INCREASED FROM 11,602,144 IN 1972, TO 13,555,639 IN 1974, AND ARE EXPECTED TO REACH 19,806,000 IN 1979.

LOCAL COMMUNITY

OTHER THAN THE GROUPS PREVIOUSLY MENTIONED, LOCAL ADVISORY GROUPS FOR INDIVIDUAL PROGRAMS ARE BECOMING MORE INVOLVED IN VOCATIONAL EDUCATION PROGRAMS, AND LOCAL BUSINESSES AND INDUSTRY ARE NECESSARY CONTRIBUTORS TO COOPERATIVE AND WORK-STUDY PROGRAMS. THE NATIONAL ASSOCIATION FOR INDUSTRY-EDUCATION COOPERATION HAS BEEN A CO-SPONSOR OF THE RECENTLY COMPLETED SCHOOL-TO-WORK PROJECT MONITORED BY NACVE.

GUIDANCE STAFF

GUIDANCE COUNSELORS CONSTITUTE AN IMPORTANT PROFESSIONAL GROUP, DIRECTLY INVOLVED IN VOCATIONAL COUNSELING AND

JOB PLACEMENT PROGRAMS. OFFICE OF EDUCATION STATISTICS INCLUDE COUNSELORS AMONG TEACHERS, SO NO BREAKDOWN IN NUMBERS IS POSSIBLE. HOWEVER, VOCATIONAL GUIDANCE IS LISTED AMONG THE ITEMS IN A TABLE OF TOTAL EXPENDITURES BY FUNCTION, AND SHOWS A NOTABLE INCREASE IN RECENT YEARS. THE TOTAL AMOUNT EXPENDED FOR VOCATIONAL GUIDANCE IN 1972 WAS \$89.8 MILLION, \$115 MILLION IN 1974, AND IS EXPECTED TO REACH \$255 MILLION IN 1979.

THESE STATISTICS SHOW THAT PROGRESS IN THE DEVELOPMENT OF VOCATIONAL EDUCATION POLICY AND SERVICE HAS TAKEN PLACE IN LARGE MEASURE DURING THE 1970's. TRENDS INDICATE FURTHER PROGRESS IN THE 1980's, THE ULTIMATE GOAL BEING ACHIEVEMENT OF VOCATIONAL EDUCATION FOR LIFE, FOR EVERY STUDENT WHO IS IN NEED OF, OR COULD BENEFIT FROM IT.

AMONG THE PEOPLE SERVED, AND THE TYPE OF SERVICE GIVEN, THERE IS NEED FOR GREAT IMPROVEMENT IN MEETING THE NEEDS

OF MINORITIES, THE OTHERWISE DISADVANTAGED, AND THE HANDICAPPED. THERE IS NEED, ALSO, FOR THE ACCEPTANCE BY THE EDUCATIONAL COMMUNITY OF STUDENT JOB PLACEMENT AND FOLLOW-UP PROGRAMS, AS SERVICES FOR WHICH EACH SECONDARY SCHOOL SHOULD BE HELD ACCOUNTABLE.

VOC ED IN THE '80's

THERE ARE CURRENTLY MANY DISCUSSIONS TAKING PLACE IN CONGRESS, WHICH WILL RESULT IN DECISIONS AFFECTING THE FUTURE OF VOCATIONAL EDUCATION, AND VOCATIONAL EDUCATION IN THE FUTURE. HERE ARE JUST A FEW:

1. THE HUMPHREY-HAWKINS BILL, WHICH WOULD MAKE THE GOVERNMENT THE EMPLOYER OF LAST RESORT;
2. SOME DISCUSSION REGARDING THE MERGER OF VOCATIONAL EDUCATION AND MANPOWER TRAINING;
3. WHETHER OR NOT THERE WILL BE EDUCATIONAL REVENUE-SHARING;

4. THE EXTENT TO WHICH CONGRESS FINANCES
VOC ED;
5. THE EXTENT TO WHICH CONGRESS ENCOURAGES
AND SUPPORTS CAREER EDUCATION;
6. WHETHER OR NOT CONGRESS WILL FUND INDUSTRY
DIRECTLY TO CONDUCT TRAINING PROGRAMS;
7. WHERE SHOULD THE FEDERAL GOVERNMENT ENCOURAGE
SKILL TRAINING, AT THE SECONDARY OR POST-
SECONDARY LEVEL?
8. WHAT IS THE RELATIONSHIP BETWEEN VOC ED
AND CETA?

DISCUSSIONS IN INDUSTRY:

1. HOW SPECIFIC SHOULD BE THE TRAINING BEFORE
ONE HIRES AN EMPLOYEE?
2. SHOULD INDUSTRY TAKE ON THE MAJOR RESPONSIBILITY
FOR SKILL TRAINING?
3. WHO SHOULD PAY FOR TRAINING: THE CORPORATION,

THE EMPLOYEE, THE UNION, GOVERNMENT?

4. CAN PRIVATE INDUSTRY PROVIDE SUFFICIENT
JOBS FOR ALL WHO WANT TO WORK?

DISCUSSION IN EDUCATION:

1. WHO SHOULD RECEIVE A VOCATIONAL EDUCATION?
2. IN WHAT TYPE OF SETTING SHOULD VOCATIONAL
TRAINING OCCUR: COMPREHENSIVE HIGH SCHOOL,
AREA VOCATIONAL SCHOOLS, COMMUNITY COLLEGES?
3. WHAT EFFECT WILL CAREER EDUCATION HAVE ON
VOCATIONAL EDUCATION AND ACADEMIC EDUCATION?
4. WHAT IS CAREER EDUCATION?
5. WHAT IS THE ROLE OF THE GUIDANCE COUNSELOR
IN TERMS OF THE VOCATIONAL EDUCATION STUDENT?

THESE ARE JUST A FEW OF THE QUESTIONS CURRENTLY BEING
DISCUSSED. COLLECTIVELY, THE SOLUTIONS REACHED WILL DE-
TERMINE VOCATIONAL EDUCATION IN THE FUTURE. SOME OF THE

CERTAINTIES SEEM TO BE AS FOLLOWS:

1. THAT THERE WILL BE AN INCREASED NEED FOR VOCATIONAL TRAINING DURING THE '80's;
2. THAT THE NEED FOR VOCATIONAL TRAINING AT THE POST-SECONDARY LEVEL WILL CONTINUE TO INCREASE;
3. THAT CAREER EDUCATION IN THE GRADES WILL PRODUCE A SECONDARY AND POST-SECONDARY STUDENT MORE SOPHISTICATED ABOUT THE WORLD OF WORK;
4. THAT SKILL TRAINING WILL INCREASINGLY PRODUCE A MORE FLEXIBLE INDIVIDUAL IF HE OR SHE IS TO SURVIVE IN THE LABOR MARKET;
5. THAT INCREASINGLY THE AGED WILL REQUEST TO BE TRAINED AND RETRAINED FOR NEW CAREERS.

I HOPE I WILL KNOW MORE AFTER OUR CONFERENCE IN OCTOBER.

I INVITE YOU ALL TO ATTEND.

THANK YOU

ADDRESS BY
REGINALD E. PETTY
MARCH 18, 1976

BEFORE THE AACJC
WASHINGTON, D. C.

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STATEMENT ON MODEL CAREER EDUCATION PROGRAM FOR URBAN STUDENTS:

Emphasis Upon Seattle Central Community College

Presented to:

Vocational Education 1980 Panel

American Association of Community and Junior Colleges Convention

Washington, D.C. -- March 18, 1976

By:

Dr. Roy G. Phillips, President
Seattle Central Community College

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Ms. Chairperson, distinguished members of the panel, thank you for this opportunity to participate and to make a few brief statements regarding the career education model for Seattle Central Community College for the period of the 1980's and beyond.

First, a few brief remarks about the college. Seattle Central Community College is an urban, public, open door, two year institution of higher learning that is strategically located within the downtown Seattle Community. It is the second largest college in the State of Washington. The student population reflects the highly diversified ethnic and racial populations of the greater Seattle metropolitan community. This population includes: Asians, Blacks, Chicanos, Native Americans and Whites, with a sizable foreign student population.

The college offers approximately seventeen career occupational clusters leading to some sixty major careers in the vocational-technical and liberal studies areas.

The background and philosophy of the college's model career education program must be viewed within the context of rapidly changing socio-economic trends that are occurring within the city. The City of Seattle, like many other American cities of its size, age and socio-economic character is undergoing a percentage decline in its population mixture. This decline is most noticeable

within the Central core where an exodus of the more affluent middle and upper income populations is evident.

These trends are also reflected within the student demographic profile of the college. The profile reveals an increasing enrollment of older nontraditional students who are seeking educational opportunities to obtain new careers or to upgrade present skills for further economic mobility. Moreover, the high dependence upon financial aid by more than one-half of the student population reflects a less affluent student clientele. These trends cut across racial and ethnic boundaries and have broad implications for well planned, coordinated, comprehensive student services, developmental education, and accelerated competency based instruction within the various career option programs of the college, as well as its emerging program for cooperative education.

Subsequent discussion shall address the question of the emerging model that is designed for the period of the 1980's. A discussion of this model shall be based upon the following major components.

1. Component one is the comprehensive student services model. The open door concept of the college has presented a problem for the institution to deal effectively with such wide and staggering diversity as evidenced in student learning rate, life condition, learning style, career goals and interest. The

college plans to integrate all of the required student assisting programs and services for the purpose of effectively linking them with the major instructional component. The overall integration of these components is designed to permit students to pace themselves through the open door to a successful placement within the larger society.

The college plans to integrate these services and programs through the application of computer technology. The utilization of a mini-computer or similar computer configurations would allow for the effective organization of a system of student assisting programs and services in such areas as student assessment, advising, career planning, counseling, financial aid, job referral and placement, student demographics and course history, etc. The use of the computer as a "super clerk" with all of its peripheral terminals would reduce the communication barriers between programs, people and services and would further allow for the timely collection and retrieval of student information by authorized college personnel such as counselors, instructors, students, etc. Figures 1 and 2 illustrate the concept of the model on the following page.¹

2. Component two is a linkage of student assisting services with developmental education and the larger accelerated career education programs of the college. A successful career education model must be designed around

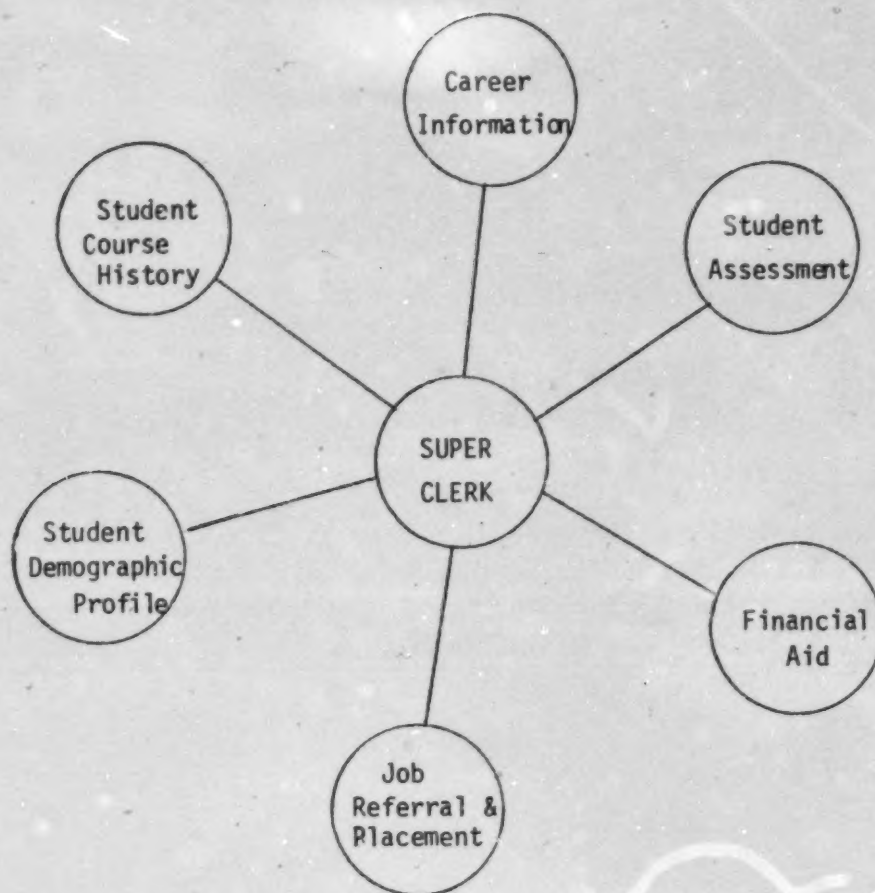


FIGURE 1 -- Satellite Student Services

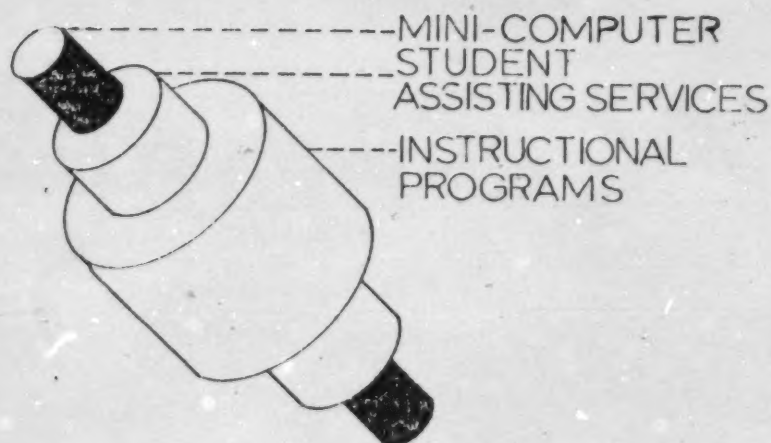


FIGURE 2 -- Linkage with Career Instructional Program

self-paced learning to occur for the purpose of gearing education to the character of the learner. This overall model may be viewed in Figure 3 below.

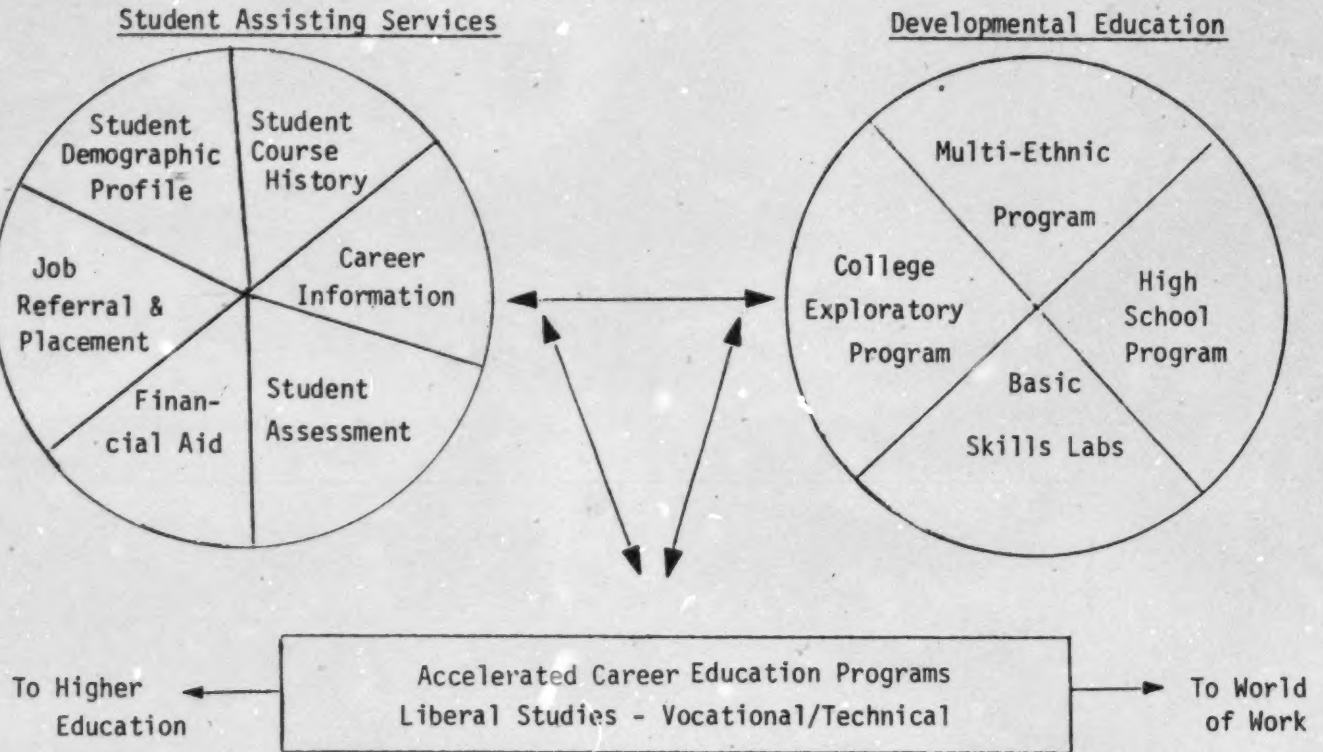


FIGURE 3

The model accounts for the diverse educational needs of a multi-ethnic institution that is designed to serve the urban population of Seattle. This model recognizes the need for continued professional development of faculty and staff to deal effectively with the new emerging student clientele of the 1980's and the required programs that are needed to assist them in the successful exit through the open door.

3. The third component is cooperative education. Many of the new emerging nontraditional urban students have accumulated a breadth of work related and life experiences and are often probing for options other than those that are presently offered in the traditional curriculum. This component recognizes this need and is designed to provide each student with new work related internship career experiences within the larger community.

When I speak of the community, I am referring to the larger world of work, such as business offices, governmental agencies, community organizations, research labs, labor unions, shopping centers, churches, restaurants, T.V. stations, industrial shops, etc. This type of education/work model assumes that education, at its best, is a part of life and the larger community.

The new model for career education at Seattle Central, thus, recognizes the need for the college to make successful all of those who enter through the open door.

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